

Southeast Regional School Psychologists

Date: December 9, 2022

Meeting Location: 1181 Portage Ave., Winnipeg, MB

Host: Carla Derksen from Division Scolaire Franco-Manitobaine

Meeting Minutes

Presenter 1 - Colleen Podaima

Colleen provided a couple of important points from the Manitoba Education and Early Childhood Learning (MEECL) report, which included the following:

- 1) *Save the Date:* The Inclusion Support Branch will be hosting Dr. Dell Ducharme, PhD, C. Psych, who will present on the topic of conducting psychoeducational assessments with students who are deaf/hard of hearing. This two-day workshop is planned for February 23rd and 24th, 2023 in Winnipeg and will be available for school psychologists in the province. More details regarding registration to follow.
- 2) We continue to follow up on our commitments regarding the MEECL Action Plan. Consultants in the Student Services Unit are currently preparing for engagement with relevant stakeholders that will gather content specific data related to the Standards for Access, Early Identification, Assessment and Specialized Assessment. This initiative will provide an opportunity to explore current process and practices with several roles in school divisions.

Further to some of the questions for which she promised some additional information (which is all available online)...

- 1) Regarding the **Jurisprudence** module:

The Manitoba Alliance of Health Regulatory Colleges (MAHRC) has developed a video regarding regulatory oversight that is provided by professional regulatory colleges. The RHPA and regulatory colleges have obligations to “serve and protect the public interest” and so the scope of the obligations and protections are province-wide and the disciplinary and investigative responsibilities are detailed in the Jurisprudence Module link: <https://caslpm.ca/2022/08/rhpa-jurisprudence-module/>

- 2) For information about the **Teachers’ Idea Fund** see: https://www.edu.gov.mb.ca/k12/teachers_idea_fund/index.html

- 3) Regarding the question about **funding for mental health**, please see: <https://www.edu.gov.mb.ca/k12/covid/reflections.html>

Here are a couple of excerpts from that webpage:

Safe Schools Funding

- In the 2021/2022 school year, \$63 million was allocated as follows:
 - \$45 million: per-pupil funding in support of mental health and well-being, safety of operations, addressing learning impacts, and vaccine promotion

2021/2022 School Year

September 7, 2021 - \$1,000,000 in additional funding for staff and student mental health supports

November 29, 2021 - \$500,000 in funding to Canadian Mental Health Association education workforce initiative web portal

4) Regarding the question about how school divisions spend their grants/funding: Funding of Schools 2022/2023 School Year document:

<https://www.edu.gov.mb.ca/k12/finance/schfund/index.html>

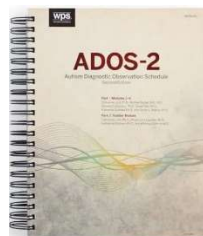
FRAME Reports

The *Financial Reporting and Accounting in Manitoba Education and Early Childhood Learning (FRAME) Reports* provide Manitoba public school division/district annual revenues and expenditures based on financial and statistical information submitted by school divisions/districts in accordance with FRAME. FRAME is the standardized method of accounting and financial reporting for school divisions/districts in Manitoba.

See: https://www.edu.gov.mb.ca/k12/finance/frame_report/index.html

Colleen also answered some questions about the M & I document. The designation of “modified” should be revisited at points in a student’s education. The new document will be out in 2023.

Presenter 2 - Carla Derksen



Carla reported that Seine River, Hanover, and DSFM all participated in a three-day training of the ADOS-2 kit for assessing students suspected of having ASD. She said the training was quite eye opening since it covered more nuanced and subtle symptoms that are less familiar. As a result of the training, DSFM has instituted a formal assessment process using the ADOS-2, as well as other assessment tools (e.g., social-pragmatic questionnaires, SRS-2, ASRS) and observations. They currently have a priority waiting list for ASD assessments.

The priority system includes the following ratings: *Priority 1* = students with behavior problems; *Priority 2* = students with some daily functioning problems; *Priority 3* = parental request



The DSFM autism assessments are done outside of busy and noisy schools. They currently use the Ste. Anne's Health Centre. Language and cognitive assessments are usually done before the ADOS-2 is administered. Carla said the ADOS-2 usually takes about an hour to administer using a team approach. One person has an iPad and video-records the session, which is reviewed afterward for scoring purposes. The ADOS-2 has training videos, but Carla recommended that school psychologists interested in administering this tool hire somebody to train them. Module 3 is usually done for children and module 4 may be done for teens. Module 2 would be done less often for younger students and requires the presence of a parent. Carla also uses the *Social Responsiveness Scale – 2nd Ed. (SRS-2)* to interview a parent. Although other clinicians can help assessing the students, only school psychologists can diagnose ASD.

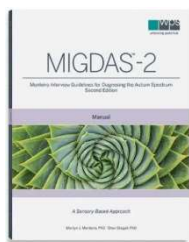
Carla provided some of the resources for ASD assessments that they use in DSFM. They were in French but have been translated into English and attached to the minutes. Carla said that their team has decided to create a consent document to formalize the process. She can share it with other school psychologists when it's ready. It's in French but can easily be translated into English using MS Word.

She added that there is a lot of value having a multi-disciplinary team for assessing ASD. She really appreciated her SLP's abilities in the social language pieces of the assessment. In addition, they were appreciative of her knowledge with the behavioural aspects and the DSM-5. Carla also provided some links for the Purple Challenge videos:

<https://www.youtube.com/watch?v=Lxx7hs0qdKQ> (part 1)

https://www.youtube.com/watch?v=h2pRi_B_Oj8 (part 2)

Presenter 3 – Maxine Mutcher



During the discussion of ASD assessment, Maxine mentioned that Portage la Prairie SD recently purchased the MIGDAS-2 (published in 2018), which provides systematic, descriptive information about an individual in three key areas: language and communication, social relationships and emotional responses, as well as sensory use and interests. Information is gathered from parents/caregivers and teachers, and a sensory-based interview is conducted with the student being evaluated. The MIGDAS-2 is well-reviewed and complements and enhances the use of standardized autism tools, including the ADOS-2, and the information it gathers can be used to develop individualized and meaningful recommendations. The Portage SD is planning to use the MIGDAS-2 as a qualitative measure to compliment direct observations and the rating scales they already use (GARS-3, ASRS, SRS, BASC-3) as well as the CARS-2, which includes a rating scale which is intended for completion by the clinician completing the evaluation.

The MIGDAS-2 (<https://www.marilynmonteiro.com/professionals/migdas/>) was created by Dr. Marilyn Monteiro, a licensed psychologist and licensed specialist in school psychology, and an expert in the area of autism spectrum brain style differences, who has assessed over 4000 individuals for ASD in her career. The MIGDAS-2 costs about \$277.00 US (plus materials) to purchase and comes with forms for assessing both verbal and nonverbal children and adults. In comparison to the specific materials needed for the ADOS-2 assessment, materials (e.g., sensory objects) can be gathered from various sources, some quite cheaply, as the focus is on providing a range of sensory based experiences, including objects which reflect the preferred interests of the individual. The Portage School Division spent about \$250 on materials and finds it beneficial to have a play-based assessment available for working with students. The WPS website provides videos and information about the use of the MIGDAS-2 <https://www.wpspublish.com/migdas-2-monteiro-interview-guidelines-for-diagnosing-the-autism-spectrum-second-edition.html>.

In the afternoon, Maxine discussed the experience of the Portage SD in training all its resource teachers as well as two SLPs and two Psychologists in the Orton-Gillingham method of reading/spelling skills instruction. **The Orton-Gillingham Approach** is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. This way of teaching is well-suited to those with dyslexia and is complementary to Structured Literacy approaches. Training was provided by Dr. Valdine Bjornson, who is the founder of the Reading and Learning Clinic of Manitoba, and current president of the SAGE group *Manitoba Teachers for Students with Learning Disabilities*. Dr. Bjornson is a Fellow-in-Training with the Academy of Orton-Gillingham Practitioners and Educators and has previous training with various reading programs including *Lindamood-Bell Visualizing/Verbalizing*, *Seeing Stars* and *LiPS*, and is associated with the International Dyslexia Association - Structured Literacy/Dyslexia Specialist - (<https://providers.dyslexiaida.org/provider/valdine-bjornson-fit-aogpe/>), and the Ontario Branch of the International Dyslexia Association (<https://www.idaontario.com/onbida-professional-directory-individual-professionals/>). She is a permanently certified Reading Clinician through Manitoba Professional Certification with Manitoba Education and Training and completed a Doctor of Education degree in Language and Literacy with a focus on adults with dyslexia in the spring of 2022.

Two groups of Portage SD staff have completed the four-day Orton Gillingham Classroom Educator Training (June/July 2021 and October 2022) and many have followed that with the formal practicum through the Orton Gillingham Academy. Resource teachers have expressed great appreciation for their greater understanding of reading processes and difficulties and the skills they have learned for providing sequential phonics instruction to students with dyslexia. The training/practicum has been a valuable experience for clinicians as it deepens our knowledge of learning disabilities, validates our concerns about the struggles we see among students, and provides much greater clarity for our recommendations regarding instruction and support. Each OG lesson includes practice to mastery of letter knowledge and sound-symbol correspondence and supports working memory and retention with multi-sensory speech to

print and print to speech activities so that the individual sees, hears, and feels the concepts needed for the development of basic literacy skills. This training is highly recommended for school-based speech and language therapists and psychologists.

NOTE: Next regional school psychologists meeting is on March 10, 2023 in Portage la Prairie SD.